

**AN ANALYSIS OF THE COHERENCE OF THE STUDENTS'  
WRITING IN REPORT TEXT AT THE SECOND SEMESTER OF  
THE ELEVENTH GRADE OF SMAN 1 TERUSAN NUNYAI  
LAMPUNG TENGAH IN 2018/2019  
ACADEMIC YEAR**

**A Thesis  
Submitted as Partial Fulfillment of  
The requirement for S1-Degree**

**By:  
DIANA AYU ASTARI  
NPM. 1511040033**

**English Education Study Program**



**TARBIYAH AND TEACHER TRAINING FACULTY  
THE STATE ISLAMIC UNIVERSITY OF  
RADEN INTAN LAMPUNG  
2019**

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**TARBIYAH AND TEACHER TRAINING FACULTY  
THE STATE ISLAMIC UNIVERSITY OF  
RADEN INTAN LAMPUNG  
2019**

## **ABSTRACT**

### **AN ANALYSIS OF THE COHERENCE OF THE STUDENTS' WRITING IN REPORT TEXT AT THE SECOND SEMESTER OF THE ELEVENTH GRADE OF SMAN 1 TERUSAN NUNYAI LAMPUNG TENGAH IN 2018/2019 ACADEMIC YEAR**

**By:**

**DIANA AYU ASTARI**

Building coherence in writing an English essay is not as easy as what people imagined. Coherence can be achieved by the use of appropriate transition signals to link the ideas, pronouns consistency, repetition of keyword, and logical order arrangement. In other words, all the sentences must be linked with the right use of transition signals as the conjunction, pronouns reference consistently, repeat key nouns or repeat the idea as the sign for the writer and the reader when reading the text, and arrange the idea chronologically.

The objectives of this research are to analyze the ways employed by second semester students of the eleventh grade at SMAN 1 Terusan Nunyai Lampung Tengah in building coherence in their writing report text. This study applied the descriptive qualitative method. The data were collected through the documentation. To analyze data, the researcher used data condensation, data display, and conclusion drawing.

Based on the findings, this research figured out that the ways employed by second semester students of the eleventh grade at SMAN 1 Terusan Nunyai Lampung Tengah in building coherence in their writing report text are transition signals 44.3%, a repeat of key noun 33.4%, consistent pronouns 21.4%, and arrange the ideas in logical order 0.4%. The transition signal is the dominant way employed by students in building coherence in their writing report text.

***Keywords:*** *Writing, Coherence, Report Text*





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OF SMAN 1 TERUSAN NUNYAI LAMPUNG  
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## MOTTO

وَلَا تَيْأَسُوا مِنْ رَوْحِ اللَّهِ إِنَّهُ لَا يَيْأَسُ مِنْ رَوْحِ اللَّهِ إِلَّا الْقَوْمُ الْكَافِرُونَ ﴿٨٧﴾

*“And never give up hope Allah’s soothing mercy: truly no one despairs of Allah’s soothing mercy, except those who have no faith.”*

(Yusuf 12: 87)<sup>1</sup>




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<sup>1</sup>Abdullah Yusuf Ali, *The Meaning of the Holy Qur'an*, (Maryland: Amana Publication, 2001), p. 712

## DECLARATION

I hereby declare that this thesis entitled “An Analysis of the Coherence of the Students’ Writing in Report Text at the Second Semester of the Eleventh Grade of SMAN 1 Terusan Nunyai Lampung Tengah in 2018/2019 Academic Year” is completely my own work. I am fully aware that I have quoted some statements and theories from several sources and they are properly acknowledged in the text.



Bandar Lampung,  
The Writer,

2019

**Diana Ayu Astari**  
**NPM. 1511040033**

## DEDICATION

This thesis dedicate to all people who always pray and give support in finishing this thesis for my success, they are:

1. My beloved daddy, Mr. Ma'arif and my lovely mommy, Mrs. Aryani.
2. My little beloved brother and sister, Ahmad Fahmi Ahnan and Nazhifah Salsabilla.
3. My team, A class in English Education Department.
4. My almamater, UIN Raden Intan Lampung.





## **CURRICULUM VITAE**

The writer's name is Diana Ayu Astari. She was born in Mulya Asri, on December 16<sup>th</sup>, 1997. She is the oldest daughter of Mr. Ma'arif and Mrs. Aryani.

She joined ABA kindergarten at Mulya Asri in 2002. Then, she entered Elementary school in SDN 03 Mulya Asri in 2003 and graduated in 2009. She continued her study in SMPN 01 Tulang Bawang Tengah and graduated in 2012. After that, she was registered at Senior High School in SMKN 01 Terusan Nunyai and graduated in 2015.

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## ACKNOWLEDGEMENT

Bismillahirrohmanirrohim,

Alhamdulillah, praise to Allah SWT, the Most Merciful and Beneficent because of Allah's guidance and blessing, so the writer can finish this thesis as soon as possible. Peace be upon the most honorable Prophet Muhammad SAW, with his family, all his disciples, and for those who follow them in the goodness till the day of judgment.

This thesis entitle "An Analysis of the Coherence of the Students' Writing Text in Report Text at the Second Semester of the Eleventh Grade of SMAN 1 Terusan Nunyai Lampung Tengah" is submitted as a compulsory fulfillment of the requirements for S-1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. The writer is fully aware that this thesis cannot be finished without other people's help. Therefore, in this opportunity the writer wants to express her deepest gratitude to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd., the Dean of Tarbiah and Teacher Training Faculty of Uin Raden Intan Lampung.
2. Meisuri, M.Pd., the Head of English Education Study Program of Uin Raden Intan Lampung.
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8. All lecturers of English Department in UIN Raden Intan Lampung who have given the her support and spirit for her study.

Finally, there are still a lot of weaknesses in this thesis. For this, the criticism and suggestion were expected from the readers to enhance the quality of the thesis.

Bandar Lampung,                      2019  
The Writer,

**Diana Ayu Astari**

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## CHAPTER I INTRODUCTION

### A. Background of the problem

There are four skills that must be mastered by English learners in learning English. Those are reading, speaking, listening and writing. Among the four skills, writing is an important skill for almost everyone who is learning English. Writing is a skill in which we express ideas, feelings, and thinking which are arranged in words, sentence, and paragraph by using eyes, brain, and hand.<sup>1</sup> Writing is the activity to transfer the ideas and to describe a language is understood by someone written so the readers can understand what the writer means.<sup>2</sup> It can be assumed that writing is a process to put some thoughts into words in a meaningful form and it is used to express and explain ideas to a reader.

Writing is one of the language skills that the students have to master. One of the students writing activities at school is making a text based on the topic in accordance with the types of text. Type of text by the students can be variety according to the syllabus being applied, for example, narrative, descriptive, explanation, recount, report, argumentation, and exposition text. They can be called as types of writing text. Every type has a number of characteristics and it has a specific purpose which makes it different from another type.

Based on the explanation above, one types of the text is report text. A report text is a kind of text which has social function to describe the way things

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<sup>1</sup> Ann Raimes, *Technique in Teaching Writing*, (London: Oxford University Press, 1983), p.3

<sup>2</sup> Rayendriani Fahmei Lubis, Writing Narrative Text, *English Education* Vol. 02 No. 01. Januari 2014

are, with the reference to a range of natural, man made, and social phenomena in our environment.<sup>3</sup> The report text means a text which describes things in general. Report texts begin with a general classification which introduces the topic. In the identification of facts, for example parts, qualities, habits and behaviors of the subject may be described. To tell the facts of the things described, the writer usually uses the simple present tense. Simple past tense is used in report, except the things are extinct. Report text is very important to be learned because it has a relationship with daily life context, such as, news in the television or newspaper, a scientific report in the book, and etc.

In fact, report text is very important to be learned, but the process of learning cannot run successfully because there are some problems faced by the students when writing a report text. Firstly, the student lack of ideas, it can give influent to students fluency in writing. Secondly, students have difficulty organizing ideas, because they do not know how to make their writing cohesive and coherence. Thirdly, lack of vocabulary, they get difficult in translating Indonesia language into English. The last, the student feel difficult to write individually, consequently, they cannot share their ideas and help each other.<sup>4</sup> Based on the problem above, that lack of ideas is the main problem that is faced by the students in writing report text. Ideas are very important to develop every paragraph in writing. With organized ideas, the reader can understand the main points of a text.

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<sup>3</sup>Richa Firdaus. "Teaching Writing Report Text Through Students Field Experience at Junior High School". *Journal of English Language Teaching*, Vol.1 No.2 (Maret 2013),p.500.

<sup>4</sup> Ivony Septia Ningsih, Research Based Writing As A Technique In Writing A Report Text To Senior High School. *Journal of English Language Teaching*, Vol. 1 No. 2, September 2013, Serie A

Writing will not be easy to understand if the relation among parts is not tightly related. Because of it, they should organize the system of language to make their writing understandable. Furthermore, the main focus of teaching writing is to develop competency in creating good writing. According to Almaden, “Good writing requires unity, coherence, and adequate development, with coherence as the most important factor.”<sup>5</sup> This can be meant that coherence is one aspect to build good writing.

Coherence is another element that shows the connection of ideas in a text. Coherence is used to make the ideas in the text relate each other. Coherence is an attempt to make the entire text understandable.<sup>6</sup> Coherence can be reached by four ways, they are; repeat key nouns, consistent pronouns, transition signal to show relationship among ideas, and logical order.<sup>7</sup> In conclusion, Coherence is used to make the ideas in the text relate to each other. By coherence writing, readers can follow the sequences of ideas and points.

The researcher found coherence as follows:

- (1) *Technology* is an application of science. Through science, *technology* developed rapidly in industry, agriculture, and medicine.<sup>8</sup>

From the data (1), it can be seen in the sentence is illustrates coherence through the repetition of the noun *technology*. In other words, this is called a

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<sup>5</sup> Daisy Almaden, O. An analysis of the Topical Structure of Paragraphs Written by Filipino Students. *The Asia-Pacific Education Research*, 15(1), December 2006. p. 127-153.

<sup>6</sup> Sri Wuli Fitriati & Fadhila Yonata, Examining Text Coherence in Graduate Students of English Argumentative Writing: Case Study, *Arab World English Journal (AWEJ)* Volume .8. Number . 3 September 2017, Pp. 251-264

<sup>7</sup> Alice Oshima and Ann Hogue, *Writing Academic English 4<sup>th</sup> Edition*, (White Plains, NY: Pearson/Longman, 2006), p.22

<sup>8</sup> Abdulkarim Karadeniz, Cohesion and Coherence in Written Texts of Students of Faculty of Education, *Journal of Education and Training Studies* Vol. 5, No. 2; February 2017, p.93-99



repeating key noun. Thus, repeating a key noun leads to the coherence as can be seen in the data (1).

(2) *On the other hand*, not everyone is positive about gene-splicing technology.

Some people feel that it could have terrible consequences. *In fact*, a type of corn engineered to kill a certain insect pest also threatened to annihilate desirable monarch butterflies.

From the data (2), the word *on the other hand* and *in fact* is used to introduce an opposite idea. It functions as clause connectors. Thus, the connector leads to the coherence (2).

In addition, the researcher got information by interviewing the English teacher in SMAN 1 Terusan Nunyai, namely is Mrs. Yuliana, S.Pd that some students understand that writing a paragraph should have the main idea. But there were some students do not understand that. The students actually had good ideas when writing, but they were still had difficulties to composing into good sentences. Because they were less attention on how to write a good sentence, so that is why their writing is often incoherence.<sup>9</sup> Particularly, this study is intended to look at the texts written by the eleventh class students in terms of their coherence.

To prove originally of this research, the researcher presents some previous studies that deal especially with coherence analysis. The first research is conducted by Wachidah who studied coherence analysis entitled an analysis the

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<sup>9</sup> Yuliana, S.Pd, *An Interview with the English Teacher of SMAN 1 Terusan Nunyai*, Tuesday, April 16<sup>th</sup>, 2019

cohesion and coherence in students' writing texts. The result of the research shows:

There are 940 instances of coherence from the total of occurrences in 30 of the students' explanation texts. The students are competent well in producing coherence in their writing texts. Because the student's applied all the ways to building coherence at their writing texts.<sup>10</sup>

The second study was conducted by Liana discussed cohesion and coherence in English education students' English thesis. The results concluded there are some parts that are less coherence. This is evidenced by the discovery of faults use of pronouns, repetition of keywords, the use of transitional markers, and grammatical, punctuation.<sup>11</sup>

The last, Astuti, Suryani, and Kurniati that discusses coherence entitled the analysis of coherence in the background of graduating paper. It is a little bit different from other researchers above because this researched analyze the data used thematic analysis and thematic progression. The results informed that (1) the types of theme mostly used is the unmarked-topical theme, (2) only 8 paragraphs from 55 paragraphs in seven backgrounds have one constant type of thematic progression, (3) from all seven backgrounds of graduating paper, it is concluded that it has lack of coherence.<sup>12</sup>

Finally, based on the background above, there is significant different between previous studies and this research in some aspect; object and subject of

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<sup>10</sup>Wahyu Dyah Nur Anis Wachidah, *An Analysis The Cohesion and Coherence in Students' Writing Texts of Fourth Semester Students of English Education Department of IAIN Salatiga in the academic year 2015/2016*

<sup>11</sup>Cut Irna Liana, Cohesion and Coherence in English Education Students' English Thesis, *Englisia* Vol.1 No.2,2014, 281-296

<sup>12</sup>Yulia Fitri Astuti, Fitri Budi Suryani, & Diah Kurniati, *The Analysis of Coherence in the Background of Skripsi Written by English Education Department Students of Teacher Training and Education Faculty of Muria Kudus University*, Muria kudus University: Jawa Tengah.

the research. Therefore, the researcher conducting research entitled “An Analysis of the Coherence of the Students’ Writing in Report Text at the Second Semester of the Eleventh grade of SMAN 1 Terusan Nunyai in 2018/2019 Academic Year”.

## **B. Formulation of the problem**

Considering the background above, the researcher formulated the problems as follows:

1. What are the ways employed by second semester students of the eleventh grade at SMAN 1 Terusan Nunyai Lampung Tengah in building coherence in their writing report text?
2. What is the dominant way employed by second semester students of the eleventh grade at SMAN 1 Terusan Nunyai Lampung Tengah in building coherence in their writing report text?

## **C. Objective of study**

In line with the statement of the problem state above, the researcher formulated the objective of the study as follow:

1. To know the ways employed by second semester students of the eleventh grade at SMAN 1 Terusan Nunyai Lampung Tengah in building coherence in their writing report text.
2. To know the dominant way employed by second semester students of the eleventh grade at SMAN 1 Terusan Nunyai Lampung Tengah in building coherence in their writing report text.



#### **D. Limitation of the problem**

This research focused on an analysis of the coherence of student writing in report text at the second semester of the eleventh grade of SMAN 1 Terusan Nunyai.

#### **E. Use of the Research**

The research hopes that the result of the study is expected to give contribution for other researchers, the English teacher and the English student.

##### **1. Theoretically**

To provide the students' some information about coherence especially in writing report text.

##### **2. Practically**

- a. The other researchers; it might spark interest and enthusiasm of other researchers in how this issue could be approach from a different point of view.
- b. The English teacher; this research will be used as a consideration in organizing teaching materials, telling the teachers how far the learners have progress, and providing insights on how to help students become aware of elements of coherence in writing.
- c. For students; the students can understand and know what is coherence, this study also can improve their English skill especially in writing.

**d. Scope of the Research****1. Subject of the Research**

The subject of the research was the students in second semester of the eleventh grade of SMAN 1 Terusan Nunyai in the academic year of 2018/2019.

**2. Object of the Research**

The object of the research was a writing report text did by students' of the eleventh grade.

**3. Place of the Research**

The research was conducted at SMAN 1 Terusan Nunyai, Lampung Tengah.

**4. Time of the Research**

The time of the research was conducted at the second semester in the academic year of 2018/2019

## CHAPTER II REVIEW OF LITERATURE

### A. Concept of Writing

#### 1. Definition of Writing

Writing is an activity to express ideas and thoughts. According to Nunan, “writing is the mental work of inventing ideas, thinking about how to express them and organizing them into statements and paragraphs that will be clear to a reader.”<sup>1</sup> In short, Writing is the process to communicate between the writer and the reader in written form.

Good writing is a major cognitive challenge, because it is at once a test of memory, language, and thinking ability. When the writers want to write something they would have a lot of information, ideas and thoughts in their mind so that they will be able to express them into a sentence, paragraph, and an essay. Writing can enjoyable as long as have the ideas and the means to achieve it. Moreover, the writing ability is the main activity of the composition. The writing should be systematic and detail. A knowledge or study of good writing or how to write composition is much needed.

Writing at first comes from an idea in the head, and then the person who has the idea reveals and expresses it in the form of written language. According to Brown “writing is thinking process because writing is a process of putting ideas down on paper to transform thought into words and give

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<sup>1</sup> David Nunan, *Practical English Language Teaching*, (Singapore: Mc Graw Hill Company, 2003), p. 88



them structured and coherence organization”.<sup>2</sup> So, writing is a process to put some thoughts into words in a meaningful form into writing and it is used to express and explain ideas.

Based on the statement above, writing is one of the essential skills in English which should be comprehended by students. Writing is a unique combination of thought and activity in which everyone can express their feeling in written form. In addition, writing is really effective to use because it will make people easy to talk with the other people by ignoring their sentiment. People can use the more polite languages to deliver their desirable or undesirable feeling with someone by using a good order of sentence or paragraph, correct grammar, idiom and spelling.

## **2. Writing Ability**

Ability is defined as a skill or talent. Ability is the quality of somebody. It can be a natural or acquired skill of being able to do something. Writing ability is a person's ability to express his/her mind and feeling which is expressed in a written language, in graphic symbols so that the readers are able to understand the message inside.<sup>3</sup> From the statement, it can be said that writing ability is a skill where the writer can set their idea down in the form

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<sup>2</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2<sup>nd</sup> edition), (New York: Longman, 2001), p. 336

<sup>3</sup> Sudaryanto, Peningkatan keterampilan menyusun wacana narasi melalui penerapan pendekatan eklektik. *Cakrawala Pendidikan*, februari 2001 Th XX, No 1, 61-69.

of words, sentences, and paragraphs which are easy to understand for the readers.

Writing skills have an important role in language learning. Writing skills are language skills that are active and productive. These skills are said to be productive because writing skills produce a written product that can be read by others, where the content in the writing contains ideas, thoughts, and ideas of the author.<sup>4</sup> Writing skill is one of the language skills which are taught to students. The success of the students in participating in teaching and learning activities at school is determined by their ability to write. According to Brown, there are two kinds of skill in writing that must be master by the students to increase their writing skills. They are as follows.<sup>5</sup>

**a. Micro-skills**

- 1) Producing graphemes and orthographic pattern of English.
- 2) Producing writing at an efficient rate of speed to suit the purpose.
- 3) Producing an acceptable core of words and use appropriate word order patterns.
- 4) Using acceptable grammatical systems (e.g. tense, agreement, and pluralization) pattern, and rules.
- 5) Expressing a particular meaning in different grammatical forms.
- 6) Using cohesive devices in written discourse.

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<sup>4</sup> Cerianing P Pratiwi & Fauzatul M Rohmanurmeta, Analysis Of Short Story Writing Skill By Using Interactive Multimedia Based On The Religious Character Of Students Primary 6, *MUADDIB: Studi Kependidikan Dan Keislaman*, Vol. 08 No. 02 Juli –Desember 2018.

<sup>5</sup> H. Douglas Brown, *Teaching by Principles* ....., p. 343

**b. Macro-skills**

- 1) Using the rhetorical forms and conventions of written discourse.
- 2) Appropriately accomplishing the communicative functions of written texts according to form and purpose.
- 3) Conveying links and connections between events and communicate such relations as the main idea, supporting idea, new information, given information, generalization, and exemplification.
- 4) Distinguish between literal and implied meanings when writing.
- 5) Correctly conveying cultural specific references in the context of the written text.
- 6) Developing and using a battery of written strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Based on the details above, writing ability is a skill of someone to explore her/his ideas and communicate them with somebody else through signs or symbols in written form. Writing ability must be mastered by students when they are going to write. Also, micro and macro skills must be wholly mastered so that they can produce a good result in their writing.



### 3. The Purpose of Writing

In writing, the writer has purposes to convey messages to the reader. According to Grenville, there are three purposes of writing: to entertain, to inform and to persuade.<sup>6</sup>

a. To entertain

Writing to entertain generally takes the form of imaginary or creative writing. It means that the writer needs to use his/her creativity. It must not make the readers laugh, but engage their feeling in some ways.

b. To inform

Writing to inform has a purpose to tell the reader about something. This kind of informative writing can focus on objects, places, procedures, and events. It can be seen in newspaper and articles, scientific or business reports, instructions or procedures, and essays for school and university.

c. To Persuade

The writer tries to convince the reader of something that a point of view is valid by presenting the fact/data so that readers follow the writer's opinions and act upon it.

In conclusion, the purpose of writing is to express all of your thoughts and ideas, to entertain the readers, to provide information for your reader, to persuade your reader to do something, and to create a literary work. The primary purpose of writing is communication.

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<sup>6</sup> Kate Grenville, *Writing from Start to Finish: A Six Step Guides*, (Australia: Allen and Unwin. 2001), p.1-2

#### 4. Components of Writing

Writing has some components that should be attended. There are five components that should be considered in writing.<sup>7</sup>

a. Content

Content is how the writer develop the idea related to the topic.

b. Organizing idea

Ideas are the most important factor in writing, because nobody can write meaningfully, if he/she has not anything in mind yet.

c. Vocabulary

Vocabulary is all the words that can be employed in writing. Many written words did not commonly appear in speech, the writer generally use a limited set of words when communicating.

d. Language use

Language use is very essential in writing to write appropriate structure, writing material must be composed in such good logical order, the use of appropriate verb tenses, and also of an appropriate sentence in conveying an idea.

e. Mechanics

It might include capitalization (notably at beginning of sentences), punctuation (comma, stop, colon, or semicolon), and spelling (notably for more than one misspelling of some words).

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<sup>7</sup>J.B. Heaton, *Writing English Language Test*, (New York: Longman, 1988),p.135.

From the statement above, it can be concluded that writing is not only an activity of arranging words into form sentences but also when people write, they must arrange some interesting things, namely experiences or ideas in written form by showing good use of aspects such as content, organization, vocabulary, grammar, and mechanics.

## 5. The Writing Process

In writing there is a process and stage that the writer goes through to produce something in the form of final writing, it cannot be produced instantly. This process may, of course, be affected by the content (subject matter) of the writing, the type of writing (letter, essays, report, or novels) and the medium it is writing (pen and paper, computer word file, etc). The process of writing, there are four stages according to Harmer.<sup>8</sup>

### a. Planning

For some writers this may involve making details noted. Why plan must be set up the first. What we are going to say, what message we want to deliver, what information we want to tell to others. The plan can be made by writing down every single thought which is still in pieces on a note. But some may prefer to do all the planning on their heads.

### b. Drafting

We can refer to the first version of a piece of writing as a draft. This first go at text is often done on the assumption that it will be amended

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<sup>8</sup> J. Harmer, *How to Teach Writing*, (Essex: Pearson Education Limited, 2007), p.4

later. The draft can be considered as the raw writing which is needed to be fixed and revised before the final product is completed.

c. Revising

Once the writer has produced a draft, they then usually read through what they have written to see where it works and where it does not. They may move a paragraph or write a new introduction if the order of information is not clear, grammatically not accurate or ambiguity and confusion on the reader.

d. Final Version (Draft)

After all of the steps above, the last one is the final writing which is ready to be delivered to the audience. The first draft and the final version will be very different as it has gone through a process which makes many changes on its' content.

From the explanation above, it can be concluded that in writing there are four steps; planning (deciding the topic), drafting (writing keywords), revising (checking the writing), final version (revising the writing until becoming a good writing).

## **B. Concept of Genre**

The Genre is used to refer particular text-types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes;

also the level of context dealing with a social purpose.<sup>9</sup> The meaning of genre intended is to understand the concept and they would be able to identify a kind of texts that students will have to write.

Based on the generic structure and language feature dominantly used, the texts are divided into several types. They are descriptive, recount, report, narrative, procedure, explanation, analytical exposition, hortatory exposition, review, discussion, spoof, anecdote, and news item. According to English syllabus for junior high school, there are kinds of text that are taught in junior high school. They are descriptive, recount, procedures, report, and narrative text.

#### 1. Descriptive text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive is giving information about something or someone.<sup>10</sup>

#### 2. Recount text

Recount text is a sequential text that does little more than sequencing a series of events. The purpose of the text is to tell the audience about what happened in the past and when it happened.<sup>11</sup>

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<sup>9</sup> Sugiyati Puja Kesuma, *An Analysis of Students' Recount Text Writing Ability at the Second Semester of the Eight Grade of SMPN 11 Bandar Lampung in the Academic Year of 2013/2014*, p.24

<sup>10</sup> Emi Emilia, *Pendekatan Genre-Based Dalam Pembelajaran Bahasa Inggris*, (Rizqi Press, Bandung, 2011), p. 27

<sup>11</sup> Peter Knapp and Megan Watkins, *Genre, Text, Grammar*, (Melbourne: University of New South Wales Press Ltd, 2005), p. 223



### 3. Procedure text

A procedure text is a text such as recipes and directions are concerned with telling someone how to do something. For this reason, procedural texts generally begin with the goal of the task, which is usually stated as a heading. Following this stage, a set of ingredients or the materials required to complete the task will often be presented in the order of use. The text then proceeds through a sequence of steps specifying how the goal is to be achieved.<sup>12</sup>

### 4. Report text

Report text is a text that used to describe things as they are with reference to a whole range of natural and social phenomena in our environment. The text comprises general classification or definition and description of parts and their functions, qualities, or behaviors.<sup>13</sup>

### 5. Narrative text

When we tell a story, we use a narrative text. A narrative text consists of the orientation, complication, and resolution. In the orientation, you tell the listeners or readers the characters, the place, the time (if possible) and other things to make your readers understand the story. In the complication, you tell the listeners or readers the problem that happened in the story. Usually you should tell the steps starting from how the problem arises up to the climax.

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<sup>12</sup> *Ibid*, p. 157

<sup>13</sup> Susilohadi, G., et al., *Contextual Teaching and Learning: Bahasa Inggris Sekolah Menengah Pertama Kelas IX*. (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2008), p.68

Finally, in the resolution, you tell the listeners or readers the anti-climax or the answer to the problem.<sup>14</sup>

Based on the explanation above, there are several types of text that must be mastered by students' junior high school in writing to improve students' writing skills. In this case, researcher only focus on the ability to write a report text of students as a form of writing that will be investigated because this form of writing will be an ingredient that must be studied by ninth grade students.

### **C. Concept of Report Text**

#### **1. Definition of Report Text**

There are many kinds of text that can be taught in the classroom, for example, narrative text, procedure text, descriptive text, and report text. One of the kinds of text is report text. According to Susilohadi, "report text is a text that used to describe things as they are with reference to a whole range of natural and social phenomena in our environment. The text comprises general classification or definition and description of parts and their functions, qualities, or behaviors."<sup>15</sup>

Every text must have the purposes of why it was written. The social function of report text is to present information about something general to the reader. Generic structures of the report text are general classification and description. Where general classification contains a general statement about the

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<sup>14</sup> *Ibid*, p. 136

<sup>15</sup> Susilohadi, G., et al., *Contextual Teaching.....*. p.68

subject discussed, and the description is the part that gives a detailed description of the subject that is discussed in the general classification.

The report text presents information about the subject a result of observation and analysis. Writing a report text requires students to explore factual information and create a format for sharing information.<sup>16</sup> Using report text organizer, students write a report text describing the topic. Report text contains the class or subclass of the topic described, and then followed by telling the shape, parts, behavior, etc.

In conclusion, a report text is a type of text that tells the result of the investigation about the subject. Report text is a text that contains information that describes something in reality, from sources like; natural, man-made, and social phenomena in our environment. In writing a report text, the researcher must describe the subject in correct information as it is observed.

## 2. Generic Structure of Report Text

Report text has two part of generic structure. They are general classification and description.<sup>17</sup>

- a. General Classification: tells what the phenomenon under discussion is (animal, public place, plant, etc which will be discussed in general).

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<sup>16</sup> Barbara Moss and Diane Lapp, *Teaching New Literacies in Grades K–3*, (New York: The Guildford Press, 2010), p. 284

<sup>17</sup>Friska Pestaria, Bloner Sinurat, & Selviana Napitupulu, Students' Difficulties in Writing Report Text at Grade IX of SMP Negeri 5 Tanjungbalai, *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, Vol. 19, Issue 1, Ver. XI (Feb. 2014), p.29

- b. Description: tells what the phenomenon under discussion is like in terms of part (and their functions), qualities habits or behaviors, if living: uses, if non-natural.

According to the explanation, the example of a report text is as follows:

### **THE CHEETAH**

<b>General classification</b>	{ The cheetah is the fastest animal on land. It can run 100 kilometers an hour. It is now rare and is one of the animals which are in danger of extinction.
<b>Description 1</b>	{ The cheetah has a small head and ears, and long, powerful legs. It always hunts and chases its prey on open ground.
<b>Description 2</b>	{ This is a different way of hunting from the other “big cats.” They like to stay in and near trees to catch their prey. The cheetah is also different from other cats because it cannot draw in its claws.

(Source: Abbs, Brian, et.al. *Take Off. Student Book 2*, p. 52)

### **3. Language Features of Report Text**

Language features of report as following:<sup>18</sup>

- a. Focus on generic participants
- b. Using of Relational Process
- c. Using of simple present tense (unless extinct)
- d. No temporal sequence.

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<sup>18</sup> *Ibid*, p. 29-30

From the explanation, as a result, report text is a text tells about the subject in general. It usually contains facts about the subject. Report text begins with a general classification which tells introduce the subject of the report; it can include a short description and definition. Then, the description tells a series of paragraph to describe the subject. Each new paragraph describes one feature of the subject and begins with a topic sentence, followed by detail sentence. Also, the writers usually use the present tense, to tell the facts of the things described.

#### **D. Concept of Coherence**

##### **1. Definition of Coherence**

Every good paragraph must have coherence. Coherence writing makes sense because you can follow the sequence of ideas.<sup>19</sup> When a paragraph has coherence, the ideas are arranged in a logical progression, or an order that makes sense so that the reader moves easily from one idea to another.<sup>20</sup> This can be meant that coherence allows the readers to move easily from one idea to the next, from one sentence to the next, and from one paragraph to the next.

Coherence refers to the functioning of the text as a unified whole. Coherence, on the whole, is regarded as the link in a text that connects ideas

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<sup>19</sup> J. Harmer, *How to Teach Writing.....*, p.24

<sup>20</sup> Odell and Hobbs, *Teaching Writing Skill (Longman Handbooks for Language Teachers)*, (Longman Group Ltd, 2001) p. 95



and makes the flow of thoughts meaningful and clear for the readers.<sup>21</sup> When a text is coherence, the reader can understand what the writers' purpose is and be able to follow the writers' line.<sup>22</sup> In other words, coherence is one important thing in writing is connected between one sentence and other.

To achieve a perfect text, the text must not only be cohesive but also must be coherence. For a text to achieve coherence, it is not enough that it has a hierarchical structure. Additionally, all of its component parts must fit together in a manner that is recognizable to the readers. Some of the ways in which a writer creates coherence in a written text are planning ahead, organizing the ideas and propositions, providing connections and support, and constantly revising the text to make it more "reader-based".<sup>23</sup> According to Oshima and Hogue that "coherence is achieved by repeat key nouns, consistent pronouns, transition signal, and logical order".<sup>24</sup>

In conclusion, coherence is achieved when sentences and ideas are connected and flow together smoothly. The text without coherence can inhibit a reader's ability to understand the ideas and main points of the text.

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<sup>21</sup> Carolyn D. Castro, Cohesion and the Social Construction of Meaning in the Essays of Filipino College Students' Writing in L2 English, *Asia Pacific Education Review* 2004, Vol. 5, No. 2, 215-225

<sup>22</sup> J. Harmer, *How to Teach Writing*....., p. 24

<sup>23</sup> Mariane Celce-Murcia and Elite Olshtain, *Discourse and context in language teaching: A guide for language teachers*, (Cambridge: Cambridge University Press, 2007), p. 75

<sup>24</sup> Alice Oshima and Ann Hogue, *Writing Academic English 4<sup>th</sup> Edition*, (White Plains, NY: Pearson/Longman, 2006), p.22

## 2. The Ways to Achieved Coherence

There are four ways to achieve coherence: Repeat key nouns, consistent pronouns, transition signal, and logical order.<sup>25</sup>

### a. Repeat key nouns

Repeating key noun or keyword is known as repeating the idea. Repeating key noun or phrases helps connect and focus ideas throughout the writing.<sup>26</sup> Repetition of the key nouns functions as repeating the words which become the controlling ideas found in the topic sentence of each paragraph. They show that a writer is talking about the same thing throughout the paragraph.<sup>27</sup> It can be meant that through the use of repeating key nouns, the paragraphs or sentences will connect each other.

Example:

#### **Lion**

*Lion* is the biggest cat after the tiger that is originally from Africa even it is also can be found at India. *Lion* belongs to the felidae family and the member of panthera as the genus. Because the largest *lion* population is in Africa, thus it is also called African *lion*.

From the example above, the word “lion” is keyword. The keyword repeated in the second sentence.

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<sup>25</sup> *Ibid*, p. 22

<sup>26</sup> Sarah Andersen, “Pronouns: Cohesion Within Paragraph”, <http://www.sjsu.edu/writingcenter>, (accessed on November 08,2019).

<sup>27</sup> Reni Astanti , Yenni Rozimela, and Fitrawati, Cohesive Devices In Discussion Text Written by the Students of SMAN 12 Padang, *Journal of English Language Teaching*, Volume 5 No. 1 Serie A, September2016, p. 32-39

### b. Use consistent pronouns

Consistent pronoun means the pronouns that used to change the subject or object to others word in writing. Pronouns are used to link or connect sentences by referring to preceding nouns and pronouns. It can be concluded that the use of pronoun should be consistent it refers to the previous nouns or pronouns. When writing, you should be consistent in your use of first-, second-, or third-person pronouns.<sup>28</sup> Using pronoun adds some variety to a sentence. In addition, using pronouns properly means making clear to what the pronoun refers to.

Example:

Rainbow is one of the optic phenomena *that* happen in the atmosphere of the earth naturally. *This* phenomenon often appears after rain. *We* can see it at the mountain range, waterfall, or when *it* is cloudy, or when it is raining and rising of the sun.

From the example above, the word *that* is relative pronoun which refers to a *rainbow*. The words *this* and *it* that occur firstly in the second sentence are used to represent *rainbow*. It acts as an object. The word *we* refer to *people*, it functions as a subject. While it refers to the earth and it functions as a subject.

### c. Use transition signals to link ideas

To achieve coherence, the writer needs to use transition signals.

Transition words also called conjunctive adverb connect to independent

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<sup>28</sup> Muhammad Arief Paturusi, The Students' Difficulties in Using Demonstrative Pronoun, *Exposure Journal* 90 Vol. 5 No. 2 November 2016.

clause or two sentences. Transition signals are connecting words or phrases that strengthen the internal cohesion and coherence of the writing. It is similar to change from one item of an idea to another. Transition word and phrases help the reader easy to read and understand from one sentence, paragraph, or idea to another.<sup>29</sup> In summary, transition signals give paragraph coherence because they guide your reader from one idea to the next.

Transition signals are expressions such as *first*, *finally*, and *however*, or phrase such as *in conclusion*, *on the other hand*, and *as a result*. Other kinds of words such as subordinators (*when*, *although*), coordinators (*and*, *but*), adjectives (*another*, *additional*), and prepositions (*because of*, *in spite of*) can serve as transition signals.

There are different kinds of transition signals. Some of them are listed in the chart below.

**Table 1**  
**Transition Signals**

Meaning /function	Transition Phrases	Conjunctive Adverbs	Coordinating Conjunctions	Subordinating Conjunctions	Others
To introduce an additional Idea	In addition	Furthermore Moreover Besides Also Too	And		Another (+noun) An additional (+noun)
To introduce an opposite idea or contrast	On the other hand In contrast	However Nevertheless Instead Still Nonetheless	But Yet	Although Though Even though Whereas While	In spite of (+noun) Despite (+noun)
To introduce a choice or alternative		Otherwise	Or	If Unless	
To introduce a restatement	In fact Indeed	That is			

<sup>29</sup> Joy M Reid, *The Process of Paragraph Writing (second Edition)*, (New Jersey: Prentice-Hall, 2000), p. 116

or explanation					
To list in order	First, second, third Next, last, Finally				The first, second, Third, etc. The next, last, final
To introduce an example	For example For instance				An example of (+noun) Such as (+noun)
To introduce a conclusion or summary	Clearly In brief In conclusion Indeed In short In summary				
To introduce a result	Accordingly As a result As a Consequence	Therefore Consequently Hence Thus	So		

(Source: *Writing Academic English* (p.27), by Oshima, A. and Hogue, A.2006, London: Longman).

#### d. Arrange your ideas in a logical order

The fourth way to achieve coherence is to arrange your sentences in a kind of logical order, besides using transition signals and repeating key nouns and pronouns. Logical order refers to the other of the sentence, which varies depending on the purpose.<sup>30</sup> Some common kinds of logical order in English are *chronological order*, *a logical division of ideas*, and *comparison/contrast*.<sup>31</sup>

<sup>30</sup> Regina I Smalley, et al, *Refining Composition Skills (Rhetoric and Grammar)*, (USA: Heinle & Heinle publisher, 2001), p.30

<sup>31</sup> Alice Oshima and Ann Hogue, *Writing Academic English*....., p. 34



### 1) **Chronological order**

Chronological order paragraph is ordered by time, a sequence of events or steps in a process. The text which contains of the sequence of events or describing the steps of a process includes chronological order. We can see the model of a paragraph that used time order in the following paragraph.

#### **How to Insert SIM Card Cellphone**

Cellphone is a modern communication device which connects one to the others by voice, written message and data. However this device cannot work until the SIM card is inserted. When inserting the SIM Card to cellphone, make sure that the cellphone has been switched off and follow the direction. *First* of all, press the locking catch and slide the cover then lift it off the phone. *After that*, push two catches in the opposite directions and remove the battery. *Next*, slide the SIM card carefully into the slot and make sure that the golden connect arson are facing to the connector of the phone. *Then*, put the battery and align it until snaps into its place. *Finally*, insert the two catches of the back cover corresponding slot in the phone and slide the cover forward button of the phone until locks into place. Don't forget to switch on the cellphone. Wait until it is ready to use.

(Source: <http://britishcourse.com/22-contoh-procedure-text-sederhana.php>)

### 2) **Logical division of ideas**

Logical division is when a topic is divided into parts and each part is discussed separately. The logical division is a pattern of organization in which the writers divide a topic into points and discuss each point separately.

For example:

#### **Gold**

<sup>1</sup>Gold, a precious metal, is prized for two important characteristics. <sup>2</sup>First of all, gold has a lustrous beauty that is resistant to corrosion. <sup>3</sup>Therefore, it is suitable for jewelry, coins, and ornamental purposes. <sup>4</sup>Gold never needs to be polished and will remain beautiful forever. <sup>5</sup>For example, a Macedonian coin remains as untarnished today as the day it was made 25

centuries ago. <sup>6</sup>Another important characteristic of gold is its usefulness to industry and science. <sup>7</sup>For many years, it has been used in hundreds of industrial applications, such as photography and dentistry. <sup>8</sup>The most recent use of gold is in astronauts' suits. <sup>9</sup>Astronauts wear gold-plated heat shields for protection when they go outside spaceships in space. <sup>10</sup>In conclusion, gold is treasured not only for its beauty but also for its utility.

(Source: *Writing Academic English* (p.27), by Oshima, A. and Hogue, A.2006, London: Longman).

Based on the paragraph of gold, that paragraph uses logical division.

First, it is discussed gold's beauty (sentence 1-5) and the second its utility (sentence 6-9).

### 3) Comparison/contrast paragraph

Comparison or contrast paragraph is the similarities and/or differences between two or more items are discussed. It can be meant that the writers should write about the similarities and differences between two or more people, places, things, or ideas to interpret the comparison and contrast paragraph. Example:

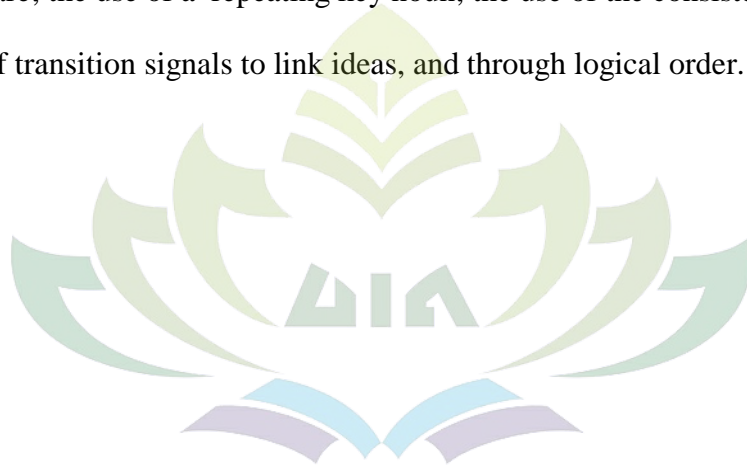
#### **Right Brain/Left Brain**

The left and right sides of your brain process information in different ways. The left side is logical, rational, linear, and verbal. The right side, on the other hand, processes information intuitively, emotionally, creatively, and visually. Left brains think in words, whereas right brains think in pictures. People who depend more on the left side of their brain are list makers and analysts. They are detailed, careful, and organized. In contrast, right-brained people are visual, intuitive, and sensual. When a left-brained person has to make an important decision, he or she makes a mental list of all the factors involved and arrives at a decision only after careful analysis. When a right-brained person has to make the same decision, on the other hand, he or she is more likely to base it on intuition and feelings. For example, a left-brained automobile shopper will consider a car's cost, fuel efficiency, and resale value, whereas a right-brained shopper bases a decision on how shiny

the chrome is, how soft the seats are, and how smoothly the car drives. Of course, no one is 100 percent left-brained or 100 percent right-brained. Although one side may be stronger, both sides normally work together.

*(Source: introduction to academic writing, p. 109, by Oshima, A. and Hogue, A.2006, London: Longman).*

In conclusion, coherence refers to the quality of text when it makes sense among the part of the idea in the text. It occurs through the expression of the text which makes sense to the reader. Coherence can be reached by four ways, they are; the use of a repeating key noun, the use of the consistent pronoun, the use of transition signals to link ideas, and through logical order.



## **CHAPTER III RESEARCH METHODOLOGY**

### **A. Research Design**

The research methodology is an important part of conducting research. The study used a descriptive qualitative study because it needs data, analysis, and interpretation of the meaning. According to Sugiyono, “qualitative methods are research methods used to examine the condition of the natural object where the researcher is the key”.<sup>1</sup> Other statements assert that qualitative research is descriptive in which the researcher is interested in process, meaning and understanding gained through words or picture. The data of the study are collected in the form of the words rather than the numbers.<sup>2</sup> This can be concluded that qualitative research uses words to present the result instead of numbers.

### **B. Data Source**

In this research, the data source was students’ writing in report text of the eleventh grade at the second semester of SMAN 1 Terusan Nunyai 2018/2019 academic year. The eleventh classes are divided into two majors Mia and Iis. Iis is a department that focuses on learning about social while Mia is a department that learns about science, and each department has six classes. For more detail, see the tables as follows:

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<sup>1</sup> Sugiyono, *Metode Penelitian Kualitatif*, (Bandung: Alfabeta, 2017), p. 9

<sup>2</sup> Jhon Creswell, *Educational Research*, (4<sup>th</sup> Ed), (New York: Pearson Education, Inc., 2012)

**Table 2**  
**Number of the students at the eleventh grade of SMAN 1 Terusan Nunyai in 2018/2019**

No.	Class	Number of Students
1.	XI Mia 1	34
2.	XI Mia 2	32
3.	XI Mia 3	34
4.	XI Mia 4	32
5.	XI Mia 5	30
6.	XI Mia 6	34
7.	XI Iis 1	30
8.	XI Iis 2	32
9.	XI Iis 3	30
10.	XI Iis 4	34
11.	XI Iis 5	32
12.	XI Iis 6	33
<b>Total</b>		<b>387</b>

(Source: *The English Teacher of SMAN 1 Terusan Nunyai in 2018/2019*)

Based on the data above, the eleventh classes are divided into two majors Mia and Iis. There are twelve classes at the eleventh grade of SMAN 1 Terusan Nunyai. Thus, total of the students are 387 students at the eleventh grade of SMAN 1 Terusan Nunyai.

### C. Data Collecting Technique

In order to get the data, the researcher used documentation to collect the data in research. Documentation is a number of data that presents the verbal data such as correspondence, journal, memory, report, and others written text that can be mutually responsible.<sup>3</sup> This is meant that documentation is in the form of written data.

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<sup>3</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*. (Rineka Cipta: Jakarta, 2006) p. 231



In qualitative research, sampling technique which is often used is purposive sampling. Purposive sampling is a technique of taking the sample as the source of the data by considering something. Considering something here is like someone who understands what the research willing, or may his/her authority so that the researcher will be easy to search object or social situation of the research.<sup>4</sup> It means that the sample is chosen by a reason. Researcher selects students who study in SMAN 1 Terusan Nunyai as a subject. The research sample was the eleventh grade of Iis 1 because the teacher said that the students had high academic achievement.

#### **D. Research Instrument**

Hatch says that the design of qualitative projects must include a description of what the data of the study will be and how they will be collected.<sup>5</sup> In this research, documentation was conducted to get the data. The documents were taken from the English teacher's archive consist of students' report text. The researcher gathered all students' work of XI Iis 1 from their teacher. After the data completely elicited, the researcher analyzed and classify the text based on coding in Table 4.

The researcher made some codes in relation to this research. The codes are as in the following table:

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<sup>4</sup>Sugiyono, *Metode Penelitian Kualitatif*....., p. 24

<sup>5</sup>J. Amos Hatch, *Doing Qualitative Research in Education Setting*, (State University of New York Press: Albany, 2002) p. 53

**Table 3**  
**Coding of the Items of Ways to Achieve Coherence**

No.	Ways to Achieve Coherence	Codes
1.	Repeat key Nouns	C1
2.	Use Consistent Pronouns	C2
3.	Use Transition Signal	C3
4.	Logical Order	C4

*\*Researcher's documentation*

### **E. Research Procedure**

The researcher used some research procedure:

1. Formulating the research problem or question or determining the focus of the research.

2. Determining Subject of the research

The subject of the research was the students XI Iis 1 of SMAN 1 Terusan Nunyai in 2018/2019 academic year.

3. Collecting the Data

In order to get the data, the researcher asked the teacher who teaches English subjects to ask the student's work. The data of student's work would be collected to analyze the ways employed in building coherence in writing report text.

4. Identifying and Classifying the data

The students' writing were categorized based on ways that employed in building coherence.

5. Analyzing and calculating the percentage of coherence.

The student's ways employed in building coherence were analyzed and calculated.

6. Making the Report of Finding

Furthermore, the research findings were made a report based on the result of this research.

#### **F. Trustworthiness of the Data**

In qualitative research, data can be categorized as good data if the data are valid. According to Creswell, there are eight strategies to get the validity of data.<sup>6</sup>

1. Triangulate the different sources of information by examining evidence from the sources and using it to build a coherent justification for themes.
2. Use member checking to determine the accuracy of the qualitative finding by taking the final report or specific description or themes back to participants and determining whether these participants feel that they are accurate.
3. Use a rich, thick description to convey the finding.
4. Clarify the bias means the researcher brings to the study
5. Also, present negative or discrepant information that runs counter to the themes.
6. Spend a prolonged time in the field.
7. Use peer debriefing to enhance the accuracy of the account.

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<sup>6</sup> J. W. Creswell, *Research Design Qualitative, Quantitative and Mixed Methods Approach*, (United States, 2014) p.191

8. Use an external auditor or review the entire project.

In this research, the researcher will be use peer debriefing. Peer debriefing means to seek discussions with other researchers or experts about one's own research and the advances in it.<sup>7</sup> Use peer debriefing to enhance the accuracy of the account. This process involves locating a person (a peer debriefer) who review and ask the questions about the qualitative study so that the account resonates with people other than the researcher. This strategy involving an interpretation beyond the researcher and invested in another person adds validity to an account.<sup>8</sup> Thus, the researcher has involved herself and Yuliana, S.Pd., the English teacher of SMAN 1 Terusan Nunyai to review this research.

## **G. Data Analysis**

Data analysis is the process of organizing data to get the regularity of the pattern in a form of the research. Data analysis is conducted to create understanding of the data and to enable the researcher to present the result of this research to the readers. The component of data analysis is as follows:<sup>9</sup>

1. Data Condensation

Data Condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in the full body of written-up field notes, interview transcript, documents, and other empirical materials. In

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<sup>7</sup>Uwe Flick, *Managing Quality in Qualitative Research*, (Thousand Oaks: Sage Publication, 2007) p.35

<sup>8</sup>J. W. Creswell, *Research Design*..... p. 192

<sup>9</sup> Matthew B. Milles, Michael Huberman, and Johny Saldana, *Qualitative Data Analysis a Method Sourcebook (3<sup>rd</sup> Edition)*, (Thousand Oaks: Sage Publication, 2014) p.31-32

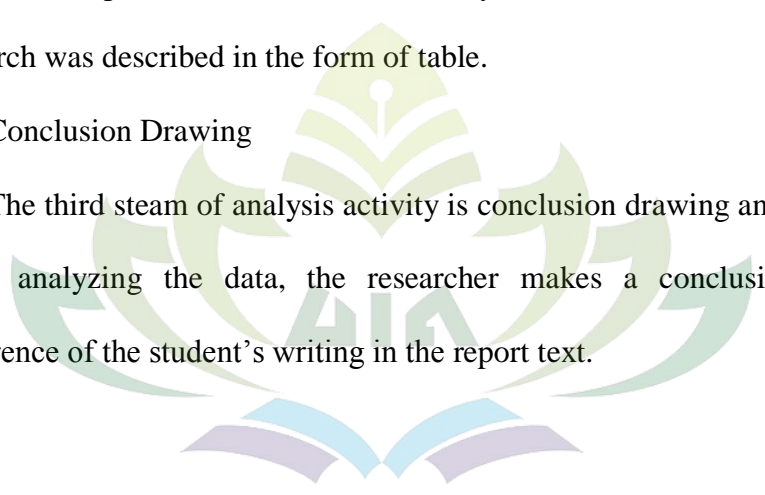
this research, the researcher condensed the data that was taken from the field which nothing related to the research problem.

## 2. Data Display

Data display is an organized, compressed assembly of information that allows conclusion drawing and action. The activity explains the data to be meaningful. Data display is finished in the form of narrative, graphic, or table. Through the presentation of this data, the data organize and arrange in a pattern of relationship, thus it will be more easily understand. Thus the data of this research was described in the form of table.

## 3. Conclusion Drawing

The third steam of analysis activity is conclusion drawing and verification. After analyzing the data, the researcher makes a conclusion about the coherence of the student's writing in the report text.



## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Result of the Research**

The researcher used the documentation from the teacher to get the data. The data was about the ways employed by students in building coherence in writing report text. This research has been conducted in SMAN 1 Terusan Nunyai Lampung Tengah. There were twelve classes of the eleventh grade' students of SMAN 1 Terusan Nunyai, there were 6 classes for MIA, 6 classes were IIS and which consisted of 387 students. The researcher chose XI IIS 1 as the subject of the research.

The number of the students in XI MIA 1 were 30. The students made writing about report text (objects, animals and natural events). After checking the students' result of writing report text, it was found that the ways employed by second semester students of the eleventh class at SMAN 1 Terusan Nunyai Lampung Tengah in building coherence in their writing report text are transition signals 44.3%, a repeat of key noun 33.4%, consistent pronouns 21.4%, and arrange the ideas in logical order 0.4%.

According to Oshima and Hogue, Coherence can be achieved by repeat key nouns, consistent pronouns, transition signals, and logical order.<sup>1</sup>

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<sup>1</sup> Alice Oshima and Ann Hogue, *Introduction to Academic Writing* (3<sup>rd</sup> edition), (White Plains, NY: Pearson/Longman, 2006), p. 34



## B. Result of Data Analysis

### 1. Data Condensation

Data Condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in the full body of written-up field notes, interview transcript, documents, and other empirical materials. The following data presents the ways employed by students in building coherence in writing report text.

#### Text 1

##### “Elephant”

Elephant is the biggest animals. Elephant live in the 200. It is herbivour animal. Usually it used water to life. Elephant is also mamalia animals.

Elephant have trunk, two eyes, nose. The elephant have big ears. The skin color of animals is grey. It have a long tair. The elephant body is very big.

Elephant move by walking, when elephant walk they used foots. Elephant always move along with the other elephants. The elephant very big, although it body is very big. It can swim for + 6 hours. An elephant is really a smart animal.

C1: 11

C2: 2

C3: 3

C4: -

**Note:** this text more employed repeating key nouns to building coherence. The key noun is “elephant” that repeated at 11 times and not all of the pronoun is consistent only pronoun “it” in paragraph 1 at the third sentence and “they” refers to a key noun. Meanwhile, the signals for transitions in this text are used “also, when, for”.

**Text 2****“Indrayanti Beach”**

Indrayanti beach is a beautiful beach. It is located Yogyakarta.

Indrayanti beach have big stones. It's like a cave. The sands in the beach is white and the water looked like blue colour. If we look from to far. There are corals and many sea animals.

**C1: 2****C2: 1****C3: 2****C4: -**

**Note:** this text more employed repeating key nouns and transition signals to building coherence. The key noun is “indrayanti beach” that repeated twice and not all of the pronouns are consistent only the pronoun “it” in paragraph 1 refers to a key noun. Meanwhile, the signals for transitions in this text are used “and”.

**Text 3****“Flood”**

Flood is an overflow of water that soaks or cover land. Floods are the most frequent type of natural disaster worldwide. It can be caused by several things, naturally and from the effect of human behavior. The most common cause is because of the over capacity of the body of water, e.g. river or lake. As a result some of the water flows outside of the body of water. It can also occur in rivers, when the strength of the river is so high that it flows right out of the river channel. A flood from sea may be caused by caused by a heavy storm, a high tide, a tsunami, or a combination the three.

Soil and vegetation absorbs most of the surface water, floods happen when there are lack of trees and the soil alone cannot absorb all the water. The water then runs of the land in quantities that cannot be carried in stream channels or kept in natural ponds of man-made reservoirs. A flood can also be caused by blocked sewage pipes and waterways, such as the Jakarta flood.

There are several type of flood. Periodic floods occur naturally on many rivers, forming and area known as the flood plain. There river floods usually result from heavy rain, sometimes combined with melting snow, which causes the rivers to overflow their banks. A flood that rises and tails rapidly with little or no advance warning is called a flash flood.

**C1:** 12      **C2:** 5      **C3:** 18      **C4:** 1

**Note:** this text more employed transition signals to building coherence. The signal of transition used “or” at six times, “and” five times, “also” twice, “because, such as, so, when, as the result” only once. The key noun is “flood” that repeated 12 times and there is 5 pronoun that consistent refers to key noun “it” in the first paragraph at the second and twice at the fifth sentence, the pronoun “that” in the first paragraph at the fifth sentence and in the last paragraph. This text used chronological order too, the words “when, then” indicates the chronological order because it explain how the flood happens.

#### **Text 4**

##### **“Family”**

A family is a group of people who live together in the same house. A complete family consists of parents and one or more children. It is called a nuclear family. In many countries, a family can be extended to included relatives such as grandparents, uncles, aunts, cousins, nephews and nieces living together under the same house. This big family is called an extended family.

The members of a family share the housework and take care of each other. With the family we feel safe and happy. To go home means to return to our family in order have a rest. To watch TV, to eat together, and to share happiness and sadness with each other. With our family we grow up to be healthy and useful individuals.

**C1:** 10      **C2:** -      **C3:** 9      **C4:** -

**Note:** this text more employed a repeat key noun at the same time to building coherence. The key noun is “Family” that repeat in 10 times. The signals word “and, such as” used to transition in the text. While for transition signal this text used signals “and” six times and “or, such as” only once. .

**Text 5****“Gorillas”**

Gorillas are the largest of all the primates, a male gorilla can be centimetres tall and can weight 200 kilograms. Gorillas are very strong but they do not often fight. In fact, they are peaceful animals.

Gorillas live in small family groups of about is. In a group there is on strong, older male, some young males, and a few makes with their babies. They move slowly around a large area of jungle casing leaves and bushes.

In some ways, gorillas are very like humans. When they are happy, they laugh and wave their arms. When they are angry, they beat their chests. When they are sad, the cry. But they cry quietly, without any tears.

Unfortunately, people hunt and kill gorillas. They also cut down and burn their trees. They are now only about 10.000 gorillas left in the world.

C1: 7                      C2: 14                      C3: 15                      C4: -

**Note:** this text more employed a transition signals to building a coherence text. It's found in 15 times, signals “and” six times, “when” three times, “but” twice and “in fact, in some ways, unfortunately, also” only once. The key noun of this text is “gorillas” that repeat in 7 times and pronoun at 14 times, “they” ten times and “their” four times, also all pronouns refer to a key noun.

**Text 6****“Marmot”**

Marmots is a little animal. It has four little legs to help walk in the sand. They are many colour and variety. Marmot is a broading animal many people who has marmots, because they are it is funny animal.

Marmot usually live in the stable that is preparation by people. Marmot eats kind woods.

C1: 5                      C2: 4                      C3: 1                      C4: -

**Note:** this text more employed repeating key nouns in building coherence. The key noun is “Marmot” that repeats 5 times. After that using consistent pronoun “it, that” and “they” twice it’s refers to the key noun. This text used signal words “and” to give transition in the text.

### Text 7

#### “Butterfly”

Butterfly is animal which can fly, because have a pair wing. In Indonesia butterfly have several species.

Butterfly is wrong one animal which that to experience metamorphosis perfect. Butterfly origin from caterpillar that afterward will become pupa long several day, and after that will become a butterfly.

Butterfly also is wrong one animal that can not to hold a live with long.

C1: 4

C2: 2

C3: 4

C4: -

**Note:** this text transition signals and repeating key noun are more employed to building coherence. The words “and, because, after that, also” is a signal words used to transition in the text. The key noun is “Butterfly” that repeats 4 time and used pronoun “that” consistent refers to key nouns.

### Text 8

#### “Elephant”

Elephant are a mammals. Elephants is the bigger animal in the land. Elephant have two ivong and long trunk. Elephant like to ealt plants and fruits.

Elephant need water for drink. Elephant can life 50, years old. The elephant life in the jungle. Elephant life in a group.

C1: 8

C2: -

C3: 3

C4: -

**Note:** Repeating key nouns and transition signals is a way that employed to achieve coherence in this text. But repeat key noun is more used in this text, there are 8 times. The key noun is “elephant”. The word “and” twice and “for” used to signal transition in this text.

### Text 9

#### “Elephants”

Elephants are the largest land animals on earth. They have the largest brains of any mammal. Elephant talk to each other. Their trunks are strong enough to pick up trees but sensitive enough to pick up a flower. They use them as tools to sweep paths, to scratch themselves, to swat flies, and to draw in the dirt.

Elephant are good swimmers and use their trunk like snorkels. They live together in family groups. They help each other when in trouble. They join together to care for and rescue their young.

C1: 3

C2: 9

C3: 5

C4: -

**Note:** this text more employed a consistent pronoun to building coherence. The word “elephants” as the key noun that three times and pronoun “they” used in 5 times, “their” three times, and “themselves” only once. The pronoun is consistent refers to the key noun. The signal of transition used in this text is “and” three times and, “when, but” only once.

### Text 10

#### “Markisa”

Markisa have long trunk and to branch. The flower color white and purple, wide leaf and the fruit sour.

Markisa used to drink or blended with sugar to eaten. The flower’s markisa will be fruit, pollination helper by butterfly and beetle, and the fruits to from circle, colored fruits is green moment unripe and yellow moment ripe.

The drink from the markisa will make we feel fresh in the moment in dry season. If we eat first time we will shock.



**C1:** 4                      **C2:-**                      **C3:** 7                      **C4:** -

**Note:** this text more employed transition text to building text coherence. The signal words “and” It appears 7 times and “or” just once. This text used word “Markisa” for keywords and repeat 4 times in the text.

### **Text 11**

#### **“Iceberg”**

Iceberg is a great piece of ice floating in the sea. In the coldest part of the earth, around the north and south poles, land and sea are both covered by layer of ice, more than 300 meters deep at the centre.

Tongue of ice, called glaciers, stretch out into the open sea. Some iceberg are many miles long, and travel for thousand of miles and several years before they finally melt.

One of the world’s worst disasters at sea was in 1912 when the liner “titanic” hit an iceberg and sank.

**C1:** 3                      **C2:**1                      **C3:** 8                      **C4:** -

**Note:** the text more employed transition signal to building a coherence text. It appears 7 times in this text. The signal “for, before, when” used once, “and” five times. The word “iceberg” is keywords that repeat 3 times in the text and the pronoun “they” refers to key nouns.

### **Text 12**

#### **“Kangaroo”**

Kangaroo is special animals from Australia. They are mammals. And they have pocket in their stomachs. The pockets for save their children. Kangaroos also have two short hands and two feet wick a work by jumping.

Kangaroo have two smalls ears. Their bodies are covered by feather. And their feathers are brown.

Kangaroo are behaviors, so they eat vegetable or fruits.

**C1:** 4                      **C2:**7                      **C3:** 7                      **C4:** -

**Note:** this text more employed consistent pronoun and transition signal to building a coherence text. The key noun is “kangaroo” that repeat in 4 times and pronoun “they” three times while “their” four times, all pronouns are consistent refers to key noun. The words “for, also, so” is used once, “and” three times to transition in the text.

### Text 13

#### “Amphibians”

An amphibian is an animal that has moist hairless skin. Amphibians have cold-blooded, which means they cannot make their own body heat. They get warm in the sun and cool off in the shade. The three main groups of amphibians are frog and toads, salamanders, and caecilians. All amphibians have backbones.

The three kinds of amphibians look very different from each other. Frogs and toads have legs but do not have tails. Salamanders have shorts legs and long bodies ending in tails. Caecilians do not have any legs. They are a lot like big earthworms.

C1: 5

C2:3

C3: 6

C4: -

**Note:** the text more employed transition signal and consistent pronoun to building a coherence text. The words “but” used once, “and” five times to transition in the text. The key noun in this text is “amphibians” that repeat 5 times and used consistent pronoun “they” twice at the second and third sentence in the first paragraph and “their” to refers a key noun.

### Text 14

#### “Railway Stations”

A railway station or railroad station (mainly in the U.S.A) is a railway facility where trains regularly stop to load or unload passengers or goods.

It generally consists of a platform next to the tracks and a station building. The building provides related services such as ticket sales and waiting rooms.

Many railway stations include some forms of convenience stores. Other stations facilities many include toilets. Departures and arrivals boards, luggage carts, fast food or restaurant facilities. Larger or manned station tend to have a greater range of facilities.

In some countries, railway stations are used as a place for public markets and other informal business. This is especially true on tourist routes or stations near tourist destination as souvenirs can be sold to the visitors.

Occasionally, a railway station serves two or more railway lines at different levels. This may be due to the stations position at a point where two or lines cross or for two different destinations.

**C1:** 4                      **C2:-**                      **C3:** 20                      **C4:** -

**Note:** this text more employed transition signals to building coherence text. The signals of transition in this text are “or, such as, in some, occasionally, as” used once, “and” four times, “where” twice and “for” eight times. The word “railway station” is key noun that repeat in 4 times.

## **Text 15**

### “Two Seasons in Indonesia”

Indonesia is located between two continent, Asia and Australia and also between two ocean, pacific and Indian ocean. Indonesia an archipelago country. And Indonesia has two seasons. There is dry season and wet season.

Dry season is begin from April until October. In dry season we can play kite because the wind good for playing. In dry season the atmosphere is very hot.

Wet season is begin from October until April. In wet season Indonesia have much rainfall and also in wet season we can got influenza, DBD, malaria, and etc. In wet season we must go everywhere with raincoat, umbrella and other again.

**C1:** 10                      **C2:-**                      **C3:** 12                      **C4:** 1

**Note:** this text more employed transition signal to make the text coherence. The signals of transition in this text are “for, because” used once, “and” eight times,

and “also” twice. The key noun in this text is “seasons” it’s repeat 10 times. This text used logical division of ideas, the topic is “seasons” then divided into dry season and wet season and then its discuss in second and third paragraph.

### Text 16

#### “Komodo”

Komodo is big lizard. It only classifc reptile animal. Komodo is classified carnivo animal. Komodo is lizard old have age a long. Komodo classified is a protectest.

Komodo have weight 169 kilograms. It animals have four feet. It have a long tongue. Komodo have a strong tooth and sharp. Komodo have body long and big. The komodo usually have body long 2-3 meters. It have only coarse skin.

C1: 8                      C2: 4                      C3: 2                      C4: -

**Note:** this text more employed a repeating key noun to building the text coherence. The key noun is “komodo” that repeats 8 times and used consistent pronoun “it” four times to refers a key noun. While the signal of transition in this text used “and”.

### Text 17

#### “Kangaroo”

The kangaroo is a marsupial from the islands of the Australia and New Guinea. They carry their babies in a pouch in the mother’s abdomen.

Kangaroos have two strong legs with long feet. They have a muscular long tail, large ears, and small head. They have short arm with clawed hands. The soft, wollyfur can be blue, grey, red, black, yellow, or brown, depending on the species. Females have a pouch in which the young live and drink milk.

C1: 2                      C2: 4                      C3: 4                      C4: -

**Note:** this text more employed a consistent pronoun and transition signal to building the text coherence. The key noun is “kangaroo” that repeats 2 times and

the pronoun is consistent to refers a key noun, pronoun “they” used three times and “their” once. The words for transition in this text are “and” used three times and “or” only once.

### Text 18

#### “Handphone”

Handphone is one of the objects that are often used by human. Even mobile phones have also spread throughout the world. And also, mobile phones have a variety of brands.

Now, not only adults who already have a cellphones, but even small children have already played mobile phones. But cellphones can also damage eye health if they play to much.

Mobile phones also have positive and negative things. Positive things mobile phones can communicate with outsider to find information entertainment facilities, and much more. And the negative things is increasing child laziness because it is too cool with the game, social media crime credit card theft, and other.

So, if we use the cellphone use it as well as possible, and take the positive thing.

C1: 1

C2:

C3: 15

C4: -

**Note:** this text more employed transition signal to building the text coherence. It appears in 15 times. The words used for transition in this text are “so, because” once, “but, if” twice, “and” five times, and “also” used four times. The key noun is “Handphone”.

### Text 19

#### “Rabbits”

Rabbits is mamalia animal because rabbit give suck her baby. Rabbits belong to carnivorous animals, it eater the carrot and vegetables. Rabbits have four legs it use for jumped. Rabbits have two long ears. They usually life in heap of hole soil. Rabbits is funny animals, it has soft feather. Rabbits usually colored white or brown. Rabbit have strong tooth and slurp for lightly is eat the carrot and vegetables.

Rabbits have whisper in near they nose. The rabbits is one of animals in the world. They have weight until 5 kg. Rabbits grow with give birth.

**C1:** 11      **C2:** 5      **C3:** 6      **C4:** -

**Note:** this text more employed repeat key noun to building coherence text. The word “rabbits” is a key noun, its repeat at 11 times and used pronouns “her” only once and “they, it” twice, the pronoun is consistent refers to a key noun. Meanwhile for transition this text used signals “and” three times, also “because, or, for” used once.

## Text 20

### “Marsupials”

Marsupials are animals that have a built in baby caries. Marsupials mothers have a pouch on the front of their bodies. A marsupials mom puts her newborn baby in her pouch. She carries the baby around until it is ready to go out on the own, Kangaroo are one kind of marsupials. But there are many other kinds, too.

Most marsupials live in Australia and New Zealand. A kind of opossum is the only marsupials that lives in north America. A few other kinds of marsupials live in central and south America.

**C1:** 7      **C2:** 5      **C3:** 4      **C4:** -

**Note:** this text more employed repeat key noun to building coherence. The key noun is “marsupials” that repeat at 7 time and used pronouns “her” twice, “their,, that, she” only once, all the pronouns consistent refers to the key noun. While transition signal appears in 4 times, the signals “and” twice and “but, too” only once used to transition in the text.



**Text 21****“Praying Mantis”**

Praying mantis are type of insect. They live in many parts of the world, including the rainforest of south Africa. They eat small insects and spiders but some big mantis eat small frog and birds. They start with the head first so that they cannot getaway.

Praying mantis in many different colors. Some of them are very beautiful. The flower mantis from Africa look like flowers. Insect land on them to get food but, instead the mantis eat them! Mantis live for above five to seven years.

**C1: 2****C2: 7****C3: 6****C4: -**

**Note:** this text more employed a consistent pronoun to building the text coherence. The key noun is “praying mantis” that repeats twice. The pronoun consistent refers to the keyword, the pronoun “they” four times and “them” three times. There are 6 signals used to transition in this text, “and, but” twice, “so that, for” only once.

**Text 22****“Seed”**

Seed is a little plants. It is a plant that has not started to grow. There are many different types of seeds: tree seeds, flower seeds, and grass seeds. They vary in size from the small to the large one. All seeds have three parts: a food store, a baby plant or an embryo and a seed coat.

Seeds are produced from flowers of plants. They are carried by the wind, by insect, by water, by bird, by animals and humans. Some seeds, such as beans, grow very fast: but other are slow growing, like the oak seed.

**C1: 9****C2: 4****C3: 6****C4: -**

**Note:** this text more employed repeat key noun to building text coherence. The key noun is “seed” that repeats 9 times. The pronoun consistent refers to the key noun, the pronoun “they” twice and “it, that” once. Transition signal is 6 times,

the signals “and” three times and “such as, but, or” once, all of the signals in the text used to transition in the text.

### Text 23

#### “Cat”

Cats are pets that are loved by humans because they are cute, beautiful, and obedient.

Cat have a good voice, fine hair, their eyes are also beautiful.

Mice eaters and others so humans keep them at home to guard and kill the rat.

C1: 2                      C2: 4                      C3: 5                      C4: -

**Note:** in this text more employed transition signals to building the text coherence.

The signals “because, also, so” used once are while “and” twice. The key noun of this text is “cat” that repeats 2 times and the pronoun “that, they, their, them” is consistent refers to a key noun.

### Text 24

#### “Chicken”

Chicken is omnivorous animal. Chicken has two legs beak and has two wings. The body is feathery, the colors is very much. It is brown, black, grey, orange, and red.

The different of cock and hen is their tall. The tail of cock is so colorful and long than the hen. The cock has comb, the color of the comb is red.

Chicken usually eats a little animal such as worm and seeds.

C1: 3                      C2: 1                      C3: 6                      C4: -

**Note:** this text more employed transition signals to building coherence. The signals “and” are used at 5 times, and “so” only once. The key noun is “chicken”

it's repeated 3 times. Meanwhile used consistent pronoun only "their" to refers the key noun, the pronoun "it" in paragraph 1 refers to the animal's color.

### Text 25

#### "Komodo Dragon"

Komodo dragon is the native animals of Indonesia. They are very big. People sometimes calls them giant lizards. It is very eats deer, wild pigs and other komodo dragons.

Komodo dragons belong reptiles. They has cold blood and lay eggs. A komodo dragon can climb and climb a tree without eating for a weeks or ever months!

C1: 4                      C2: 4                      C3: 5                      C4: -

**Note:** this text more employed transition signals to building coherence. The signals "and" are used at 3 times, and "for, or" only once. The key noun is "komodo dragon" that repeated 3 times and used pronoun "they" twice, "their, them, it" only once, all of the pronouns is consistent refers to the key noun.

### Text 26

#### "Panda"

Panda or also known as "panda bear" is species bear originated from central china. Most distinguishable things from them black and white patterns body and black fur encircling their eyes.

Panda consume bamboo but they also eat other grasses, wild tubers, birds, rodents, honey, eggs, fish, orange and banana. Panda have two leg and two hand. Fur around their belly is white while fur around their chest, hand, leg, and ear black.

They are a solitary animal who has defined territory. They communicate to each other by making sound and through scent marking.

C1: 3                      C2: 6                      C3: 11                      C4: -

**Note:** this text more employed transition signals to building coherence. The signals “and” are used at 6 times, “also” twice, “but, or, while” only once. The key noun is “panda” that repeated 3 times and used pronoun “they, their” 3 times, “them” only once, all of the pronouns is consistent refers to the key noun.

## 2. Data Display

Data display is an organized, compressed assembly of information that allows conclusion drawing and action. The activity explains the data to be meaningful. Data display is finished in the form of narrative, graphic, or table. Through the presentation of these data, the data organized, arranged in a pattern of relationship, thus it will be more easily understood. The following tables were the data of the students that the researcher had reduced from data condensation based on the researcher's.

**Table 4**  
**Number of Occurrences and Percentages of Ways Employed in Building Coherence in writing Report Text**

Text	The Ways to Achieve Coherence			
	C1	C2	C3	C4
1	11	2	3	0
2	2	1	2	0
3	12	5	18	1
4	10	0	9	0
5	7	14	15	0
6	5	4	1	0
7	4	2	4	0
8	8	0	3	0
9	3	9	5	0
10	4	0	7	0
11	3	1	8	0
12	4	7	7	0
13	5	3	6	0
14	4	0	20	0
15	10	0	12	1
16	8	4	2	0

17	2	4	4	0
18	1	0	15	0
19	11	5	6	0
20	7	5	4	0
21	2	7	6	0
22	9	4	6	0
23	2	4	5	0
24	3	1	6	0
25	4	4	5	0
26	3	6	11	0
<b>Total</b>	<b>144</b>	<b>92</b>	<b>190</b>	<b>2</b>
<b>Percentage (100%)</b>	<b>33.6</b>	<b>21.4</b>	<b>44.3</b>	<b>0.4</b>

Notes:

1. C1 : Repeat key noun
2. C2 : Consistent pronoun
3. C3 : Transition signal
4. C4 : Logical Order

### 3. Conclusion Drawing

Among 26 students with 26 total texts that have been collected by the researcher and the kinds of text in this research is report text. The ways employed by second semester students of the eleventh class at SMAN 1 Terusan Nunyai Lampung Tengah in building coherence in their writing report text are transition signals 44.3%, a repeat of key noun 33.4%, consistent pronouns 21.4%, and arrange the ideas in logical order 0.4%. There were 190 transition signals, 144 repetitions of key nouns, 92 pronouns consistently, and 2 types of logical order. As a result, the transition signal is the dominant way employed by students in building coherence in their writing report text.

## C. Discussion

Coherence is one aspect to build good writing. Coherence is used to make the ideas in the text relate to each other. When a text is coherence, the reader can easily understand the main points.<sup>2</sup> It means that coherence is about how the text fits together to make a sense or meaningful. “Coherence can be achieved by repeat key nouns, consistent pronouns, transition signals, and logical order”.<sup>3</sup> So, building coherence in writing means how the sentences or paragraphs in the text really connect one to another by using appropriate transition signals, consistent pronouns, a repeat of keyword, and arrange the ideas in a logical order.

The discussion below is presented on the finding before. It consists of four major points, namely repeat key nouns, consistent pronouns, transition signals, and logical order.

### 1. Repeating key nouns

Repeat of keyword is the first way that employed by the students to build coherence for writing report text. There were 144 noun employed in the students' report texts. Nouns are words that name people, place, things and ideas. The key nouns are the words carrying most significance in a paragraph. The key nouns are those words a writer wants the reader to focus on as the paragraph progresses.<sup>4</sup> Repeating key nouns is the easiest way for writers to make the sentences in the coherence of the text, and it is also the easiest

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<sup>2</sup> Dorothy E Zemach, Lisa A Rumisek , *Academic Writing From Paragraph to Essay*, (Oxford: Macmillan Publisher Limited, 2005) p. 78

<sup>3</sup> Alice Oshima and Ann Hogue, *Introduction to Academic Writing* (3<sup>rd</sup> edition), (White Plains, NY: Pearson/Longman,2006), p. 34

<sup>4</sup>Adrian wallwork, *English For Writing Research Papers*, (USA: Springer Science + Business Media, 2011) p. 67



relation for readers to comprehend the sentences in the texts. See the following examples were taken from the data:

(Text 4)

A *family* is a group of people who live together in the same house. A complete *family* consists of parents and one or more children. It is called a nuclear *family*. In many countries, a *family* can be extended to included relatives such as grandparents, uncles, aunts, cousins, nephews and nieces living together under the same house. This big *family* is called an extended *family*

In data (Text 4), the writers repeat the key noun *family* in order to ease the comprehension for the readers and to strengthen the argumentation of the readers. By repeating the key nouns, the readers will easily remember the topic that is being written.

## 2. Consistent Pronoun

Pronoun is a word that takes the place of a noun. Using consistent pronouns has to do with substituting nouns with pronouns in an effective way. The important part when using pronouns is to be consistent by using the same person and number throughout the paragraph or text.<sup>5</sup> Pronouns can make your writing clear and precise as long as every pronoun refers to a specific noun.

The pronouns that are used in the report texts in this research involve personal pronoun, relative pronoun, demonstrative pronoun, and possessive pronoun. Personal pronouns such as “it”, “we”, “they”, “them”, and “she”. Relative pronouns such as “that”. Demonstrative pronouns such as “this”,

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<sup>5</sup> James C Jarrad, *The Case of the Missing Pronoun*, (USA : Xlibris Corporation, 2012) p.

“these”, and “those”. Possessive pronoun such as “our”, “their”, and “its”.

The examples from the data are as follows.

(Text 9)

Elephants are the largest land animals on earth. *They* have the largest brains of any mammal. Elephants talk to each other. *Their* trunks are strong enough to pick up trees but sensitive enough to pick up a flower. *They* use them as tools to sweep paths, to scratch themselves, to swat flies, and to draw in the dirt.

In data (Text 9), the use of words of *they* in order to replace *Elephants*. The word *Their* is possessive pronoun showing a keyword *Elephants*.

There were 92 pronoun employed in the students' report texts. However, not every paragraph has consistent pronouns and also there was text that did not has consistent pronouns, but at least the students employed this way in their report text. It means that the second way happened on the student's report text in building coherence.

### 3. Transition signal

Coherence in writing helps the readers see how one point leads to another. Individual ideas should be connected to make a clear whole. A good way to improve coherence is to use transition.<sup>6</sup> In this research, there were 190 transition signals that have been analyzed. Transition signal is the dominant way employed by students in building coherence in their writing

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<sup>6</sup> Abdulkirim Karadeniz, Cohesion and Coherence in Written Texts of Students of Faculty of Education, *Journal of Education and Training Studies* Vol. 5, No. 2; February 2017, p.93-99

report text. Among 26 texts collected by the researcher from the student's report text, all of its employed the transition signals in the texts.

Transition signals are used to signal the relationship between ideas in the writing. It is similar to change from one item of idea to another. Transitional words and phrases are essential to maintain the flow and coherence of a paragraph.<sup>7</sup> The transition words that are often used by students in building coherence such as “when”, “then”, “and”, “or”, “because”, “also”, “so”, “but” and “for”.

The following are the example transition signal used by a student that found from the data:

(Text 14)

*In some* countries, railway stations are used as a place *for* public markets *and* other informal business. This is especially true on tourist routes *or* stations near tourist destination *as* souvenirs can be sold to the visitors.

In the data above, *in some* is used to show differences use of railway station. It functions to add a similar idea. The word *for* used to connect a reason to a result. It acts as clause connector. The next is *and* which used to connect equal similar ideas. The word *or* is used to show an alternative of the previous clause. Meanwhile, the word *as* is used to show the reason.

#### 4. Logical Order

In this research, the students did the fourth way (arrange the ideas in logical order). Logical order help the writers create a paragraph with a clear

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<sup>7</sup>Alfred Rosa and Paul eschholz, *The Writer's Brief Handbook*, (London : Longman Publishing Group, 2001) p. 220-222

purpose that is easy for the readers to follow. The use of logical order in the text is based on the topic and the purpose of the text. Among the strategies in building coherence for writing a text especially report text, the fourth way is quite difficult to build for the students. Because there were only 2 texts employed logical order in their report text.

Logical order categorized into three common kinds, there are chronological order, logical division of ideas, and comparison/contrast paragraph.

- a. Chronological orders, is a way of organizing ideas in the order of their occurrence in time. Chronological order paragraph is ordered by time, a sequence of events or steps in a process.<sup>8</sup> Chronological order has all sorts of uses. Used to tell stories, to relate historical events, and to write biographies and autobiographies.

Example (text 3):

Soil and vegetation absorbs most of the surface water, floods happen *when* there are lack of trees and the soil alone cannot absorb all the water. The water *then* runs of the land in quantities that cannot be carried in stream channels or kept in natural ponds or man-made reservoirs. A flood can also be caused by blocked sewage pipes and waterways, such as the Jakarta flood.

From the example, the word *when* and *then* indicates the chronological order of the text. It explains the sequences or steps of how the *flood* can happen.

- b. Logical division of ideas is divided the topic into subtopic and then discuss each subtopic in a separate paragraph. Logical division is an

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<sup>8</sup> Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, ....., p. 34

appropriate pattern for explaining causes, reason, types, kinds, qualities, methods, advantages, and disadvantage.<sup>9</sup>

Example (text 15):

### **Two seasons in Indonesia**

Indonesia is located between two continents, Asia and Australia and also between two ocean pacific and Indian Ocean. Indonesia is an archipelago country and Indonesia has two seasons. There is dry season and wet season.

*Dry season is begins from April until October.* In dry season we can play kite because the wind good for playing. In dry season the atmosphere is very hot.

*Wet season is begins from October until April.* In wet season Indonesia have much rainfall and also in wet season we can got influenza, DBD, malaria, and etc. in wet season we must go everywhere with raincoat, umbrella and other again.

From the example above, the logical division of ideas appear, it topic divided into parts, and each part is discussed separately. First, it is discussed dry seasons (second paragraph) and the second it is wet seasons (third paragraph).

- c. Comparison or contrast paragraph is a common pattern for writing about similar and differences. Use comparison and contrast signal words to help your reader understand your points of comparison or contrast.

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<sup>9</sup>*Ibid*, p. 64

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTION**

#### **A. Conclusions**

Based on the findings and discussions from the previous chapters, the researcher draws conclusions as follows.

1. The ways employed by second semester students of the eleventh grade at SMAN 1 Terusan Nunyai Lampung Tengah in building coherence in their writing report text are transition signals 44.3%, a repeat of key noun 33.4%, consistent pronouns 21.4%, and arrange the ideas in logical order 0.4%.
2. The transition signal is the dominant way employed by second semester students of the eleventh grade at SMAN 1 Terusan Nunyai Lampung Tengah in building coherence in their writing report.

#### **B. Suggestions**

The researcher would like to give some suggestions which described as follow:

1. For the students

The researcher would like to suggest that using coherence in the writing text is important. It makes the text can be understood by the readers. Further, the students should apply the coherence at their writing texts.

## 2. For the teachers

The suggestion is it has been known that using coherence is very important. The researcher suggests the teachers be able to teach and make use knowledge about coherence to their students at their writing texts.

## 3. For the other researchers

The other researchers can investigate more than this research has achieved. They can look for coherence devices in different types of text.





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